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ABSTRACT

This report describes a before- and after-school program for children in prekindergarten through grade 5, implemented at a rural elementary school. The feasibility of the program was evaluated by a survey conducted at a Parent Teacher Association meeting. Because it has become more common for both parents to work outside the home, the number of latchkey children has increased in the last 25 years. Research indicates that the more supervision a child has, the better his or her performance at school will be. The program described in this study was implemented during the last 12 weeks of school and was funded by the school district. The curriculum was designed to provide developmentally appropriate activities for enjoyment and to promote critical thinking and cooperative learning skills. Because of the low participation (less than 20% of the enrollment at the end of the program), the morning project was discontinued after 4 weeks. There were seven students enrolled in the afternoon session, but only three students participated regularly. Parents may have been reluctant to change child care arrangements late in the year and many did not want to make the long drive to school to pick up the child. A grant application was submitted to and funded by the Latchkey Organization, for an after-school enrichment program in the second school year. Efforts were made to inform parents about the availability of the program. At the end of the second week of school there were 8 children enrolled on a regular basis and 10 enrolled on a drop-in basis. Results indicate that it is important in implementing this type of program to match parents' schedules and to develop a curriculum that meets the needs and interests of its participants. Appendices include the feasibility study, program activities, and a daily schedule. (LP)

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BEFORE AND AFTER SCHOOL CHILD CARE AND ENRICHMENT FOR SCHOOL AGE CHILDREN

by

Hyta P. Folsom

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

August/1991

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Abstract

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The need for a supervised program providing developmentally appropriate activities for school age children during before and after-school care in this school district was addressed by the development and implementation of a Before and After School Child Care and Enrichment Project for School Age Children. The district in which the project was implemented was a rural, low-income area, with a large service area for the targeted school. To determine the feasibility of such a project for school-age children, a survey was conducted at a local PTA (Parent Teacher Association) meeting. The project was developed and implemented during the last twelve weeks of school. Students from Prekindergarten through grade five were targeted for participation. Developmentally appropriate activities were designed for the enjoyment of the students and to promote critical thinking and cooperative learning skills. Results indicated that both timing and activities are essential in the successful implementation of this type of project. Appendices include the feasibility study, activities, and a daily schedule.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Hyta P. Folsom

Hyta P. Folsom

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CHAPTER I

Purpose

School and Community Setting

As a parent, teacher, and lifelong resident of this county, the author had encountered and witnessed many of the problems that the general parent population had experienced -- that of adequate child care. There were two licensed day care facilities in the county with only one being a Title XX provider. Title XX is a federal program which pays child care for parents with income under the poverty level and who are working or attending school. While both of these facilities accepted before and after school clients, they were primarily geared for the pre-school child. Specific after-school programs for the school-age child in this district were minimal, at best. A local dance studio offered classes in dance, baton, and very limited acrobatics usually on a one day a week basis. Little League activities offered opportunities for sports-oriented children from third grade into middle school. Kindergarten through second grade children who were not

athletically inclined had fewer after-school and extra-curricular options.

This project focused on the development and implementation of a before and after-school child care program for local students in Pre-K through fifth grades. The project included a variety of developmentally appropriate enrichment activities and experiences not currently provided in local programs on a regular basis, and a safe, supervised atmosphere for these activities both before and after school.

There was only one elementary school in the school district which encompassed the entire county, an attendance area of 545 square miles. Approximately 80 percent of the elementary students rode buses with many on the bus for an average of 2 3/4 hours per day. The elementary school population encompassed approximately 550 students in Pre-K through fifth grade. Of these students, 28 percent lived with a single parent. The instructional staff included a principal, a guidance counselor, a Curriculum Coordinator/Prep Specialist, a media specialist, 22 regular classroom teachers, three Exceptional Student

Education (ESE) teachers (including Gifted/Speech), three Chapter I teachers, and two extended curriculum (physical education) teachers. The faculty was assisted by three non-instructional aides and two Chapter I aides. The average ratio of students per classroom teacher was 22 to 1.

Socio-economic and Educational Factors

This rural county, located in the north central part of the state, covered an area of 545 square miles. The county seat, with a population of 979, was the largest town in the county. Only one other community large enough to support a post office existed in the county.

Population in the county in 1989 was 5,404, with per capita income at $11,866. The school district, which encompassed the entire county, had two schools: one elementary school and one middle/high school combination with a total district enrollment of approximately 1,150 students. Both schools were situated on adjoining porperty in the county seat. Projected growth in schools five years ago was zero percent. Actual growth from the 1987-88 school year to the 1989-90

school year showed a district-wide increase of seven percent with a 19 percent increase in the elementary school, including Pre-Kindergarten. Many of the new students who enrolled were minority/migrant population. Less than 27 percent of the graduates continued their education in a college or university.

There were four major sources of employment in the county which included a state prison, the school system, one boat plant, and the farming industry. Dairy farming was the largest agricultural employer with the county ranking second in the state in dairy production. There were two forestry-related businesses which employed a combined total of approximately 60 people. Many citizens left the county each day to engage in employment in adjacent counties.

With only one grocery market and one clothing store in the county, many people did their everyday shopping in neighboring counties. The Health Clinic and the Dental Clinic supported the only local doctors and dentists. There was no hospital. Many residents traveled to other counties, 65 to 85 miles, to obtain medical and

dental attention. In the last three to five years there had been a migration of Hispanic population into the district. At the current time, 11 percent of the students in the school system were black and one percent was Hispanic. For the first time this year the district had to prepare an English as a Second Language (ESL) program.

Child care problems were encountered by parents who had to leave home at an early hour to drive to adjacent counties to work and by parents with jobs in the farming and dairying industry which required extremely early and late hours. Low socio-economic conditions in the county were documented by the fact that 55 percent of the students at the elementary school qualified for the free and reduced lunch program. Many parents needing child care simply could not afford the cost of quality private day care.

As a working parent of four children, the author currently serves as grants writer for the school district. With previous experience as owner of a day care, as a kindergarten teacher, and as project coordinator of the pre-kindergarten program, the author chose to implement this

project to help fill a need of both students and parents in the district.

Problem Statement

For many generations of American families, the customary role for wives was exclusively that of homemaker and mother, while the primary role of husbands was that of the breadwinner. However, economic pressures and a growing insistence on equal treatment for women has led to rapid change (Schlit and Shutrump, 1990). The traditional image of an American family headed by a male breadwinner and a full-time mother has been challenged by the increasing numbers of full and part-time working mothers and by the escalating number of single-parent, male or female, heads of households. Each such non-traditional family configuration is an indication of major change in the social structure in which child rearing occurs and in the economics related to the financing of this changed structure (Pittman, 1987).

More than ten million school children are currently living in single-parent family units.

Eighteen percent of the nation's school children are now living with a lone parent.

The U.S. Bureau of the Census projects that 48 percent of all children born in 1980 will live a considerable time with only one parent before reaching the age of 18. In actual numbers, this is talking about more than 12 million children, and that figure is growing at a rate of more than one million a year (Illinois Association of School Boards, 1989).

The majority of American school children reside in homes in which both parents (or the sole parent) are employed outside the home (Saligson, 1986). Current research indicates that 72 percent of mothers with school-age children are in the out-of-home workforce (Schlit and Shutrump, 1990). This means that two to seven million children fall in the latchkey group (Zigler and Ennis, 1988).

The large numbers of latchkey children, or children in self-care, are a phenomenon of the last 25 years (Long and Long, 1987). More recently, the term "self-care" has surfaced as an alternative label, used by some because it does

not carry the negative connotations associated with "latchkey" and "unsupervised" (Powell, 1987). The newness of this topic is demonstrated by the fact that in the Library of Congress Subject Headings (1980) there is no listing for school-age child care. The descriptor "School-Age Child Care" was only added to the ERIC Thesaurus in October, 1984 (Webb, 1988). Even as recently as five years ago, few child-care programs existed for school-age children, but today we are more aware of the problem than ever before. This is the case partly because of the growing number of children affected by changing patterns of work and family life, partly because the traditional and ad hoc arrangements no longer work very well, partly because of the appalling evidence that children are no longer safe even in their own homes, and partly because of sustained coverage of the problem by the mass media (Seligson, 1986).

Common sense would seem to tell us that these children are in jeopardy. They are too young and vulnerable to fend for themselves in this modern and often dangerous world. Latchkey children are often described by youth workers as afraid,

lonely, or bored. The School Age Child Care Project at Wellesley College in Massachusetts says supervision may be a "critical element in a child's development" (McCurdy, 1989). Responsibility and independence are qualities that children develop in small increments. Ten-, eight-, and even six-year-old children may often seem independent, but they are still children, and more often than not they still need the adult supervision that goes with childhood. All children need some supervision. Holding all other factors constant, the more supervision a child receives the better off that child will be (Zigler and Ennis, 1988).

According to a recent Harris poll, over 50 percent of American teachers believe that the most critical factor undermining school performance is children being left alone after school hours. More than 60 percent of teachers also cited "leaving children alone too much after school" as their chief criticism of parents. In this same survey, of more than 2,000 parents polled, a majority agreed with the teachers (Zigler and Ennis, 1988).

Parents often cannot find available or affordable substitute adult child care. Their children resist attending child-care programs that are not age appropriate. Parents begin experimenting with self-care on an occasional basis (Long and Long, 1987). In several studies, parents have reported higher rates of dissatisfaction with latchkey arrangements than with supervised situations. With self-care arrangements, some parents reported nervously awaiting phone calls from the child to ascertain safe arrival at home. Also, some parents complained of too many phone calls from self-care siblings requesting arbitration in fights with siblings and other decisions. The findings are consistent with anecdotal reports of the "three o'clock syndrome" where the quality of parents' performance at work suffers from giving long-distance attention to children at home alone (Powell, 1987). According to Comfort and Williams as quoted by Webb (1988), latchkey children of working parents are frequently left unsupervised for three to four hours each week day.

Self-care arrangements can be viewed as an instance of expecting children to assume adult-like responsibilities too soon. Pressure on children to grow up quickly is thought to produce unnecessary stress with negative outcomes in such areas as achievement and socioemotional development (Powell, 1987).

Most of the existing research on latchkey children have focused on children in fourth grade (nine years) and above; yet, it appears many children are in self-care arrangements at an earlier age. In one study, about 40 percent of the children in latchkey situations began the arrangement between 8 and 10 years of age; some started staying alone at seven years and younger (Powell, 1987).

In some communities, parents simply don't want to pay for after-school services even when the cost is low (Saligson, 1986). Several other factors influencing parents' decisions about after-school care arrangements were suggested by Powell and Widdows (1987). One is the child's preference for care arrangements. In one situation, for example, a parent withdrew her

10-year-old son from an after-school program based at a child care center because the child was being teased by peers for "going to the place for babies" (Powell, 1987). Some children enjoy the feeling of being independent and responsible for themselves. This sense of well being can be short-lived, however. Some hospitals are reporting a higher incidence of injuries among children who are unsupervised during non-school hours. Parents and children may seem satisfied with an unsupervised situation, but only until something negative happens (Webb, 1988). Another factor influencing parents is the quality of many of the in-center after-school programs. In a current study, most of the centers were proprietary, and typically had a large number of children, a small staff with minimal training, and limited age-appropriate activities. The poor quality of these programs may have exerted a negative effect of the children in the same way that poor quality day-care adversely affects preschool-aged children. In the study conducted by Vandell and Coranasiti (1988), day-care children had lower CTBS scores and significantly

poorer GPAs compared to children in other forms of after-school care. This seems to reflect directly to types and appropriateness of activities offered to children in an after-school program. An organized after-school program offering a high-quality experience of age-appropriate activities which include both physical and mental excerises would affect after-school care children very differently, exerting a positive affect. Child care experiences in the United States have been concentrated in preschool care, thus preschool programs are often the model used when organizing school-age programs. However, the interests and needs of school-age children are quite different from those of preschool children. Daycare for infants, toddlers, and preschoolers has become a valuable service for children and their parents. Little planning, however, has been done for school-age children when school is not in session and their parents are not available (Webb, 1988).

Many believe that schools are in a strategic position to offer care for school-aged children. They have the facilities, the knowledge, and the

experience in working with children, parents, and professionals (McCurdy, 1985). If schools do not begin to provide high quality and affordable care that develops the whole child, in many cases nobody will. The result will be millions of impoverished futures (Zigler and Ennis, 1988).

In determining the need for a before-and-after school child care/enrichment program in this district, the author first looked at care currently being offered. There were two licensed child care facilities in the district. Both are located in town and both were geared primarily for preschool children. Since only one was a Title XX provider, this further limited the availability of affordable child care for the low income parents in the district. There was no before- or after-school care or enrichment program offered on the school site by a private provider or by the school system.

The author next conducted a survey of parents (Appendix A) at a PTA meeting. Parents who had a spouse present were asked to fill one survey out together so that children would not be duplicated in the results. There were 59 surveys returned.

The survey represented 97 children. To the question "Where do your children go after school?", 64 percent indicated that their children went home; 19 percent went to a relative's home. Only four percent went to daycare. To the question "Who takes care of your children after school?", 85 percent indicated that their child(ren) were kept by a family member (parent, relative, sibling), but did not indicate the relationship. Ninety-six percent responded that they were satisfied with present arrangements, but when asked if they would be interested in daycare provided by the school if it were available, 50 percent responded with a "yes" answer. Of those indicating an interest in daycare provided by the school, 28 percent indicated an interest in before school care, and 76 percent indicated interest in after-school care. An interest survey for possible activities to be offered at daycare were ranked in the following order from most to least: homework help, computer activities, Girl Scouts/Brownies, tutoring, arts and crafts, outdoor activities, games (Board games/group games, etc.), stories, music time, Community

Resource People, Boy Scouts, aerobics, hobbies, 4-H Club, and movies.

School-age child care programs are not designed to replace the family or school, but rather to complement and support both. Good programs combine the best features of child care, education, and recreation. Children who might otherwise spend valuable afternoon hours alone watching television, in an inappropriate preschool center, or in less than safe circumstances in their neighborhood get an opportunity to learn new skills, play with friends, and develop interests in special areas such as music, art, sports, dramatics, and literature (Florida House of Representatives, 1985). The response of the parents surveyed by the author seemed to reflect an agreement with this opinion and a desire for such programs.

Outcome Objectives

Outcome objectives of the project were stated as follows:

The success of the project will be measured through growth and continued enrollment of students in the project. Over a period of 12

weeks of supervised enrichment activities after school, 85 percent of the children initially enrolled in the project will remain enrolled and will continue participation after the project ends, as measured by physical count at the beginning of the project. The author anticipates that growth will occur throughout the implementation period, once the project has proven that it is a safe, fun, appropriate, and affordable alternative in before- and after-school care for the children.

The author will conduct a survey among parents of the students enrolled at the end of the implementation period to determine satisfaction with the overall project, staff, and with project activities in making sure that activities match participants, needs and interests. The program will be deemed successful if 90 percent of the parents surveyed indicate overall satisfaction with the project, staff, and activities.

Students involved in the after-school project will acquire an appreciation of community and environment through planned activities which require thinking and input. At given times during

each afternoon session, 75 percent or more of the students will be engaged in activities which involve cognitive skills, as evidenced by teacher observation.

CHAPTER II

Research and Solution Strategy

Research

Mrs. X laments "My child is coming home from school, and I am not there to greet him, to hear about his day, and to supervise his snacks. I am not there to make sure he doesn't watch television all afternoon, to help him with his homework and see that he gets outdoors for exercise. I am not at home because I am a working mother, and he is a latchkey child" (Walters, 1985). Latchkey is a term dating to the 19th Century, when children on their own actually wore housekeys tied around their necks. Most often the term refers to youngsters between the ages of five and thirteen who are unsupervised by a responsible adult when these children are not in school. Given this definition, the Children's Defense Fund estimates the number of latchkey children to be 7 million. However, this number could be low because many working parents are embarrassed to admit that their youngsters go unattended (McCurdy, 1985).

It is a risky supposition in today's society with its many sexual stimuli, confused values, and lack of cohesive communities, to assume that young people are able to care for themselves. When the vulnerable psychological characteristics of young people are considered, it seems unwise to expose them to the temptations offered by regular and extended periods of time without responsible adult supervision (Long & Long, 1987).

Old images die hard. How many of us still think of a young child hurrying home at the end of the school day to be greeted with open arms by a waiting mother (McCurdy, 1985)? It is a fact that many children go home to an empty house after school dismissal time. Parents find many difficulties in arranging for proper child care. Fear and anxiety are experienced by children about coming home to be by themselves. This anxiety affects student learning and behavior (Latchkey, Rural Model, 1984). Surveys indicate that some parents believe or profess to believe that an 8 year old child (or third grader) should be able to care for himself or herself. Such parents may be reluctant to reveal that their children are alone;

other parents may counsel their children not to reveal that they will be alone for security reasons. Experts have suggested that the dimensions of the problem are truly hidden from both school and public authorities (Illinois Association of School Boards, 1989). But researchers have consistently found that 25 percent or more of the school-age population are latchkey children (Long & Long, 1987).

A survey revealed in Keynotes, School Age News and Views (1990) showed that an estimated 40 percent of school-age children in this state are in need of before and after school care, but only 11 percent of the in-need population are being served. An increasing number of corporations are offering or supporting child care for their employees. The Chicago Tribune cited a national study: "A decade ago only 110 employers gave workers child care support. Last year more than 3000 companies provided help, either on-site day care, subsidies, or referral services." However, the fact remains that many who most need the child care assistance are not employed in positions

which are likely to offer this fringe benefit (Illinois Association of School Boards, 1989).

Self-care is not only not beneficial, but may be harmful, according to evidence compiled by a number of researchers. Researchers have found latchkey children to be more fearful and anxious than adult-supervised peers (Zigler & Ennis, 1988). Some researchers believe latchkey children may be "at risk" developmentally. In order to learn new behaviors, children need consistent, frequent, and healthy interaction with warm affirming adults. Children who do not have access to such adults may not learn the behaviors necessary for healthy development. The latchkey arrangement may, also, force responsibilities on children too young to cope and may deprive some children of the playtime with peers necessary for the development of social skills (Florida House of Representatives, 1985).

The risks involved in leaving school-age children to care for themselves are frightening. Their feelings of loneliness, fearfulness, rejection, and alienation are accompanied by increased risks of accidents and sexual

victimization, overexposure to television, exposure to drugs and alcohol, improper nutrition leading to obesity, peer pressure leading to vandalism and delinquency, and academic failure. For many of them, the telephone has become their only link to security and the television their only friend (Walters, 1985). Latchkey children are also extremely vulnerable to accidents and abuse. Reports of unattended children being victimized, encountering burglars, or starting fires are commonplace (Zigler & Ennis, 1988). In 1981, U.S. News and World Report stated that one in six calls received by the Newark, New Jersey, fire department involved a child or children alone at home. Many children lack the judgement to deal with crises that arise or the experience to prevent minor accidents (such as small fires) from becoming tragedies (Florida House of Representatives, 1985).

Loneliness or boredom are chief complaints of latchkey children. And in one telling survey, the editors of Sprint, a language arts magazine for children, asked children to "think of a situation that is scary." Anticipating answers such as

"snakes" or "bad report cards", the editors were shocked to discover that over 70 percent of the responding children were most afraid of being home alone (Zigler & Ennis, 1988). In a national survey of children, Zill found 32 percent of boys and 41 percent of girls between the ages of 7 and 11 years worried when they were home without an adult. The primary concern was that "someone bad" might get into the house (Powell, 1987).

Most latchkey children are told by their parents to come home after school. Most latchkey children do. These children are those least likely to become involved with peers, most likely to spend hours in front of the television. If the stay-at-home latchkey child is otherwise without companionship, televison can have a very great impact on his or her thinking because latchkey children do not have readily available resources for helping select and process what they are watching. These television-watching children are routinely called on to deal with information for which they have no foundation or understanding. It may be from what they see on television that

their visual impressions of what is usual sexual behavior is shaped (Long & Long, 1987).

A study by Garbarino in 1981 revealed that investigations showed a positive correlation between self-care and juvenile delinquency. As lonely children seek companionship and entertainment on the streets, the result is often vandalism, teenage pregnancy, and experimentation with drugs (Zigler & Ennis, 1988).

Children usually learn adult values and adult behaviors by watching adults act like adults. Sometimes today's models are only images; sometimes they are still only children themselves. Approximately half of all latchkey children spend their after-school hours in the company of their siblings. Many of these older siblings are not really ready to take on the responsibility of child care and actually need supervision themselves (Dumont, 1987). Young latchkey children learn a great deal about their sexuality by observing older siblings. Older siblings often determine the television programs that both children watch together. Younger siblings often listen to music selected by older siblings when

their parents are not home. Dating patterns, what is said to a boy or girl friend during telephone conversations, estimations of what is attractive, are all often observed in the activity of older siblings during after school hours. The younger siblings may then strive to become similar to the older one by attempting to adopt the latter's behavior. Older latchkey children themselves may have had less guidance in these crucial areas of sexual development so that a great deal of misinformation can be passed on from one age child to another (Long & Long, 1987).

Many parents, teachers, and politicians have looked for explanations for the changes in sexual activities in young adolescents. The existence of easily obtained means of birth control, sex education in the schools, television, and song lyrics have all been cited as potential culprits. Until recently, however, few have examined the impact of self-care as a possible concommitant of increased sexual behavior among American young people. It seems no accident that the rise in sex-related behaviors, unwanted pregnancies and sexually communicated diseases parallels the

changes in child-care arrangement in American society. Children home alone, or in the company of siblings, need to be provided with opportunities to process sexual information that they may have picked up while unsupervised. Confusion about sexual issues portrayed on television, sexual interaction with an older sibling, and/or sexually explicit telephone calls children receive while home alone can all stimulate anxiety in unattended children (Long & Long, 1987).

Unless parents are willing to take more responsibility for monitoring their children, they should not be surprised that their children will take advantage of the freedom offered them by becoming more sexually active. The Guttmacher Institute reports that in some cities the greatest increases in teenage pregnancies occur among children 12 to 14 years of age (Long & Long, 1987). The National Committee for the Prevention of Child Abuse was told that adolescents are the ones most often neglected by working parents and harmed by lack of after-school opportunities. This lack of activities may even be linked to teen

suicides (McCurdy, 1985). Other problems are associated with children who are left on their own. Truancy among children left to get to school in the morning by themselves is an increasing trend (Florida House of Representatives, 1985).

Generally, school personnel feel that children who regularly spend many hours each day without adult supervision are less well-prepared for school than their more closely supervised peers (Saligson, 1986). It is self-evident that fearful, injured or delinquent children do not make good students. They lack the stability and confidence needed to succeed in school and lack practice in cognitive activities. In general, as the level of care falls, social adjustment and academic performance deteriorates. In 1986 Steinberg found that children who return home after school seem to fare better than those who go to a friend's house, and those who go to a friend's house in turn fare better than those who hang out on the street (Zigler & Ennis, 1988). Recent evidence suggests there is reason to be concerned about the welfare of latchkey children who are not at home alone after school. A study

in Wisconsin of 865 children found both boys and girls in fifth through ninth grade to be more susceptible to peer pressure when they were in an after-school situation removed from consistent adult control. Children who were on their own and not at home were more susceptible to peer pressure than children on their own in their own homes. A hierarchy of susceptibility seemed to be operating (Powell, 1987).

Many researchers seem to think that any adult is better than none. But other research shows that poor daycare can have an adverse affect on school age children, just as it does on preschool age children. The quality of daycare, and the appropriateness of activities for the age levels seem to be the difference. In the argument that regular day-care programs are sufficient, a study was done by Vandell and Coranaiti (1988) which showed that day-care children had significantly poorer GPAs compared to children in the other forms of after-school care. There was also some evidence of poorer conduct grades. In the study, analyses determined that those third graders who attended day-care centers or who stayed with

sitters after school received significantly more negative peer nominations for friends than did those children who returned home to their mothers or latchkey children.

There are other views pertaining to latchkey children. McCurdy (1985) says that being a latchkey child may not be so bad, especially if the settings are rural or suburban, which are much safer than large urban areas. A survey by Working Mother Magazine found that latchkey children enjoy tthe feelings of independence, privacy and self-reliance (McCurdy, 1985). A study done by Galambos in 1983 of rural and small-town students who cared for themselves found that their school adjustment and academic performance were identical to those of peers cared for by adults (Zigler & Ennis, 1988). Several studies have discovered no differences in the functioning of children who were supervised versus unsupervised at home by an adult after school. The child areas measured included school achievement, and susceptibility to peer pressure. The studies were conducted in suburban and rural areas but not urban settings

(Powell, 1987). In a predominantly rural, blue-collar sample of fourth and seventh graders, Rodman found no differences between latchkey and adult-care children's self-reported sense of control and self-esteem or in teachers' ratings of the children's social adjustment. Using a working-class/middle class sample of fifth to ninth graders, Steinberg found no overall differences in the responses of latchkey children and mother-care children to a set of story dilemmas assessing susceptibility to negative peer pressure, although those latchkey children who were allowed to "hang out" as opposed to going home were more likely to report that they could be negatively influenced by peers (Vandell and Corasaniti, 1988). A key factor in the findings of these studies is whether the parents know a child's whereabouts - what Steinberg calls "distal supervision." There were minimal differences in susceptibility to peer pressure between adult-supervised and unsupervised children when parents knew the child's whereabouts (Powell, 1987).

Solution Strategy

Based on a review of the literature, several facts become evident. Child care is everybody's responsibility (Press-Dawson, 1987). Many creative programs have tried to soften the lack of supervision during non-school hours. In some areas telephone hot-lines have been established for latchkey children who need adult reassurances or advice. There are area video programs and books designed to help children with their hours alone (Dumont, et al, 1987).

The cost of after-school programs is cited frequently as a barrier to program use. However, the existing research does not support the idea that programs are too expensive, except for low-income parents. Schools should help parents provide more organized after-school and summertime activities for students of all ages. Indeed, parents must learn more effective strategies for controlling the activities of their children when the parents are not present to personally monitor their children's behavior, but effective parental strategies always assume non-parental support by organizations (Long & Long, 1987). Dumont

(1987) concurs that although public schools are not the only option for provisions of before and after school child care, they are one of the most natural and convenient. After school programs may not only provide a place for the children, but may also provide complementarity by increasing the opportunities for social interaction between peers. Opportunities for neighborhood children to play together after school have decreased owing to the lack of neighborhood adults in close proximity. Many children are directed to go straight home and lock the doors when they arrive because there are no adults available. This limits the children's social experiences with peers. Child care attendance has been associated with increased social maturity and with some populations, with increased cognitive development. Children in the after-school program appeared to be more advanced in social development as measured by the ability to form friendships than the children who attended only the elementary school program (Carolee, et al, 1987).

School-age child care is primary prevention for the physical, psychological, and delinquency

risks of latchkey children -- problems which can require even greater state involvement and expense (Florida House of Representatives, 1985).

There are a variety of programs for school-age child care, but a program that works well in one community may not always work well in another community although some parts of the program will be successful. When designing a curriculum for a school-age child care program, attention should be paid to the needs and strengths of the children in the program, and the community's characteristics, the skill of the staff, days and hours of the program's operation, and the goals of the program (Webb, 1988).

The district the author worked in had many unique situations to work around in developing a before and after school project: most of the children were from low-income families; this was a very rural district and most of the children rode the school bus for extended periods during the day; many parents who had their children go home to relatives other than the parent worked out of the county or worked very early and late hours; and, considering the attendance area of the

district, many may not have wanted to drive the distance to the school in order for their child to take part in the program. The challenge was to design a project that would serve the needs of the children well enough that parents would consider it worthwhile to go the extra distance to have their child participate. There was a district need for academic improvement and improvement of test scores. While this project was not intended to be an extension of the school day, the project would incorporate activities that would infuse critical thinking skills into the activities provided, and promote cooperative learning among participants of the project. With the research facts in mind, the author intended to develop and implement a before- and-after school project designed to serve the unique needs of the children and parents of this district.

CHAPTER III

Method

There were several people involved in the implementation of this project. The author collaborated with the elementary principal in determining the best method and location for actual implementation of the project. Several steps toward preparation of this project occurred before actual implementation began. After a survey (See Appendix A) was conducted at a PTA meeting, a need was established for an after-school child care project. Approval of this project was granted by the district superintendent after the practicum plan had been reviewed and approved by the advisor. The author appeared before the school board to explain the results of the survey, how the program would work, who it would serve, and answer any questions. A request was made for program approval and seed money for personnel wages and initial purchase of materials and supplies to fund the project until the end of the school year. The desire of the author in

developing the project was to implement a project that would meet the needs of many parents and students in the district, increase critical thinking skills in students while implementing cooperative learning strategies, and also eventually become a self-supporting program.

The school board granted project approval and agreed to provide seed money to fund the project until the end of school. Following district procedure, the author developed a job description for a lead teacher and a job description for an aide, before beginning advertisement for the positions. The author was assigned responsibility for job advertisement, and in assuring that district procedure was correctly followed. The Job Training Partnership Act (JTPA) Coodinator was approached in an effort to gain additional funding to help support the salary of the aide assisting the lead teacher. The request was honored, and an agreement was made to fund one-half of the aide's salary, with the stipulation that the aide work at least 30 hours per week. Since the project was for less than 30 hours per week, administration agreed for the aide to work the additional hours

in the district Dropout Prevention Daycare Program which was also being organized at this time due to the closing of one of the two daycare centers in the county.

The author participated in all interviews and, together with the Supervisor of Personnel, made recommendations to the superintendent, which were honored. The aim was to have at least two employees at all times in the project. As the project expanded, more aides would be employed as needed to keep student/adult ratio to no more than 15 to 1. Before the project began, an inservice for project staff was conducted by the author. While the lead teacher and aide served as project teachers on site with the children, The author served as project coordinator, overseeing the entire project, and performing all administrative duties. Prior to implementation, the selected staff and the author worked closely together, developing the project, a daily time schedule for the project, and a list of developmentally appropriate activities for the children to participate in. (See Appendix B.) The author also developed the necessary forms for the parents to

sign, including the form for registration, emergency authorization forms, field trip permission forms, disciplinary rules, and a fee schedule, modeled from a combination of forms used by nearby districts in their after-school programs and revised to meet the needs of this district.

The next step was to publicize and advertise the program. A start-up date for the project was set, and a time scheduled for registration. A presentation was made at an Elementary PTA program describing the program, activities, and fees. Letters were sent home by students, posters were placed in prominent locations around town, and an article about the project was published in the county newspaper. Open registration continued throughout the project. As parents registered their children in the project, they were requested to complete necessary registration forms, emergency/medical forms, field trip permission, and a parent information form. Although the development of a handbook was not accomplished, parents were given a packet of papers explaining the project activities, behavioral expectations, and operational policies. The project was open to

all children in Pre-k through grade five in the district, but each child had to be registered by a parent or guardian prior to participation.

The daily schedule for the morning session began at 6:30 A.M. and ended at 8:15 A.M. when the schoolday began. The afternoon session began at 3:00 P.M. and lasted until 6:00 P.M. Both sessions were open to a possible time adjustment if needed. A daily schedule of activities was developed and posted for the children, allowing flexibility for the needs of the children or for special events.

Morning sessions were implemented, with the teacher prepared each morning. A typical morning session was scheduled to begin at 6:30 A.M. After two weeks, the time was moved to 6:45 A.M. when there were no participants. Because of a total lack of participation, the morning part of the project was discontinued after four weeks. As a part of the morning schedule, although breakfast was not served, students were allowed to bring breakfast, and help would be given to students who needed to finish homework assignments. Students involved would have participated in low-key,

indoor activities such as board games, reading books, and center activities during the period of time before the regular school day began.

There were seven students who enrolled in the afternoon project. Of the seven who enrolled, only three attended, and these were not on a regular basis. Schedule for a typical afternoon session (See Appendix C) included outside free play (a let-down time); snack time; special activity time (fun things to do and learn, such as music, games, club meetings, art, etc.); Drop Everything and Read (D.E.A.R.) time; quiet time for homework, tutoring, or other activities which require critical thinking skills and cooperative learning; and free choice indoors. After children began in the project, an interest survey was to be conducted among the students to determine preferred activities. A parent meeting was scheduled to be held after two weeks into the project to obtain input, ideas, and suggestions for improvement of the project. Because of the lack of participation, the scheduled meeting was never held although sidewalk conferences with parents by project teachers helped to determine

reasons for lack of regular participation. Staff meetings were held on a much more frequent basis to determine solutions for the problem.

A second notification advertising the project was sent by the school to all parents via students, with no response. An informal survey conducted during the last week of the project helped to determine the reasons for lack of participation of those enrolled. Three of the parents were teachers. They had enrolled their children so that the children would have a place to go after school, during teacher meetings. Since the elementary school had begun restructuring this past year, teacher meetings were very frequent, but tapered off as the end-of-school activities increased, and so the need for after-school care also tapered off. One teacher who had enrolled two children suffered a back injury and was out of school for the last six to eight weeks of school. Grandparents picked the children up each day after school. One parent used the project for her child while she worked on a PTA program, but discontinued use when the program was over.

In development of this project, the author had researched several different before- and after- school day care programs. This included programs in adjoining districts, published daycare reviews, and programs proclaimed as exemplary during various district and state meetings. The author wrote to directors and received copies of successfully developed programs and spoke to directors who were very helpful in conveying information about things that did and did not work in their district. While many things that worked for other districts would not work at this site, several ideas which the author perceived worthwhile or feasible were incorporated into this project. The project was designed for the unique needs of the parents and students in this district.

Weekly Timeframe

Week one. A survey was conducted at a PTA meeting to determine need of the project within our district. There were approximately 130 persons attending the meeting. The author requested that if both husband and wife were

present that only one respond to the survey so children would not be duplicated. Of 70 surveys returned, approximately 50 indicated approval of this project, and 25 indicated interest in enrolling their child(ren) in the project.

Week two. The School Board approval for the project was granted, and the author was instructed to develop job descriptions. Following Board approval of the job descriptions, permission was given to begin job advertisements. Initial interviews were conducted by the author and recommendations to the Superintendent were honored, resulting in the subsequent employment of personnel in the project. The author developed all project forms. Staff orientation was held, and a daily activity schedule was formulated jointly with the staff. Initial student registration was held, with open registration continuing throughout the project.

Week three This was the first week of project implementation. The regular daily schedule was implemented. The morning schedule included a breakfast time for those bringing their breakfast, a time to finish homework, and other low-key,

indoor activities, such as board games, books and magazines, and free choice. The afternoon program was implemented, and the daily schedule included: arrival and attendance check; snack time; outdoor free play; special activity time; D.E.A.R. (Drop Everything and Read) time; quiet time for homework, tutoring, cognitive thinking skill activities and cooperative learning strategies; and free choice indoor activities. Students were surveyed as to activities preferred, and an orientation period was planned in learning the rules for participation in the project as well as the procedure for checking out each day. Due to the low participation of no more than one or two children per day, the survey and checkout procedures were conducted informally and individually.

Week four. The regular daily schedule continued. A parent meeting scheduled to be held for input, ideas, and suggestions for the project was done on an individual basis. Enrollment continued to be very low. The activity leaders advertised throughout the town and notices were sent out a second time by the school

administration to parents of all children in grades Pre-K through five. It was determined that it would not be feasible to reduce fees. The children attending conveyed favorite activities to the leaders.

An informal sidewalk survey of parents indicated that most were unwilling to change child care arrangements so late in the year, though they still thought the project was needed overall. Little League baseball and softball for boys and girls from third grade up began, with after school games or practices held daily. Siblings and other children not involved as team members participated as spectators.

Weeks five through eleven. The project continued on a daily basis, with regular staff meetings. Although enrollment continued to be very low, administation agreed to continue the project to the end of the school year, realizing the importance of project completion to parents who were observing as well as those with children participating.

Week twelve. A survey was conducted informally with the parents of enrolled children

during the final week of the project to determine student and parent satisfaction with the project in meeting clientele needs, in satisfaction with staff, in providing developmentally appropriate activities, and in meeting project objectives. Both parent and student response was very positive.

Although participation was very low, for the students participating, a time was set aside each day for completion of homework and engagement in activities involving critical thinking skills and cooperative learning. On days of attendance because of the low number of participants, 100 per cent were engaged in those activities.

CHAPTER IV

Results

Evaluation of the program was conducted not only during the final week of the project implementation, but also throughout the project. Success of the project was to be determined through growth and continued student enrollment, and through surveys of parents of enrolled students. Evaluation criteria pertaining to student enrollment stated that, of the number of students initially enrolling, at least 85 percent of that number would continue participation beyond the end of the project period. Actual student participation at the end of the project was less than 20 percent of the enrollment, with no students on a regular basis, and no more than three at any one time. These were on a drop-in basis at very irregular intervals.

Through surveys, the author had determined that participation should range from eight to fifteen students per day. The actual number ranged from zero to no more that three per day.

The small number of participants prevented the activity leaders from carrying out scheduled activities as anticipated.

Parents of enrolled students were surveyed at the end of the implementation period to determine satisfaction with the overall program, staff, and with project activities in making sure that activities match participants, needs, and interests. This objective would be considered successful if 90 per cent the parents surveyed indicated overall satisfaction with the project, staff, and activities. In conducting the informal survey during the final week of the project, 100 per cent of the parents who had initially enrolled their child in the project indicated overall satisfaction with the project, staff, and activities, even though the participation had been very low.

Each day that students attended, 100 per cent of the students were engaged during that day in planned activities that involved cognitive skills, emphasizing critical thinking. With zero to no more than three participants on any given day, cooperative learning skills involving

student-to-student interaction were minimal. Evaluation of this objective was easily conducted due to the very low number of participants.

When polled as to reasons for not participating in the project after enrollment, two teachers who had enrolled students stated that their reason for enrollment was to have child care during teacher meetings after school. During the final weeks of school when end-of-the-year activities increased, staff meetings were held after school much less frequently, decreasing the need the child care services. One teacher who had enrolled two children experienced back surgery and was out of school for the last six to eight weeks. Grandparents picked the children up after school each day. One parent working on a PTA program enrolled her child, discontinuing use of the project services after the PTA program was over. Little League softball and baseball activities for girls and boys began in the late spring, and practices or games were held on a daily basis. The practice and playing fields are adjacent to the elementary school. With parental permission, children could ride the school buses across to the

adjacent high school, get off the bus, and walk over to the playing fields, all without leaving school property. Because Little League activities were the only organized activities for the elementary children on a regular basis, many children participated as team members or as spectators until picked up by a parent or another relative.

The target school has a county-wide service area of 545 square miles. Children living at the outer edges of the county ride the school buses up to 2 3/4 hours per day. Many parents are unwilling to drive the distance required to pick up children after work each day, a possible distance of up to 30 miles each way. Many parents are simply unwilling to pay for child care, whatever the cost.

Another variable affecting the project was the timing in implementation. Parents were reluctant to change child care arrangements so late in the school year, especially to a new program that contained no guarantees for the future. The history for the establishment and acceptance of many new programs in the county,

especially for those involving children, reveals a reluctance for participation until time proves that the program will remain established.

CHAPTER V

Recommendations

During the implementation of this project, one of the two daycare centers in the county closed its doors. There were no centers in the county that were prepared to offer developmentally appropriate and age-appropriate activities for school-age children. Because there was still a need for school age child care, with administrative permission the author, as District Grants Writer, submitted a grant to the Latchkey Organization for a development and planning grant, to get seed money to establish a new program beginning with the new school year. The grant was funded.

With grant funding, personnel has been employed to plan and implement an after school child care enrichment program for the new school year. Because of the total lack of participation in the before school care portion of this project, the new program will address only after-school care and enrichment activities. If there proved to be very low participation then the program

would be discontinued at the end of the grant period. If enough parents indicate a need for both before-and-after school care, the district administration is willing to make arrangements to implement both programs. Recommendations to implement a regular after-school enrichment program based upon this project stemmed from the feedback from surveys that indicated that the need was there; primarily, timing for the project was wrong. While the basic format of this project seems substantial, there was never really the opportunity to see the entire project in operation because of the lack of participation. As recommended in the proposal, the program should mold to fit the individual needs and interests of the students in the program.

A presentation about after-school child care was made to parents at the Prekindergarten Orientation. Information in the form of handouts have been made available on a continual basis in the elementary school office, and was included in material given to parents of kindergarteners at the time of registration. Handouts were developed

and placed in grocery bags in the local grocery store.

Because of the project implementation during the last school year, interest in a day care program has increased for the coming school year. Using forms, project format, and activities developed during this project, as well as rehiring the same personnel, After School Enrichment was implemented on the first day of the current school year. At the end of the second week of school, there were eight children attending on a regular basis and ten children enrolled on a drop-in basis, for a total of eighteen children. Average daily attendance has ranged from eight to eleven children per day.

Because of the newness of before and after school child care programs, especially in rural areas, this project will be shared with any district or individual who requests it. The project evaluation was shared with the elementary principal, superintendent, school board and other district administration.

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APPENDIX A

TO: PARENTS

FROM: DR. GWEN DURHAM, LES PRINCIPAL / HYTA FOLSOM, GRANTS WRITER

DATE: JANUARY 7, 1991

RE: FEASIBILITY STUDY FOR BEFORE AND AFTER SCHOOL CARE FOR SCHOOL AGE CHILDREN

****

There is a possibility of implementing a program this semester to provide before and after school care for school-age children in Pre-K through fifth grades. This program would not only include supervision but learning experiences, activities, and projects for those children participating. To participate, parents would be charged a fee on a sliding scale, which means your fee would be according to your income and the number of children you wish to be served in the program.

This is only a SURVEY and does NOT commit you to the program. Thank you for your cooperation!!

Number of children in Pre-K through grade 5 _____

Age(s) _____

Where do your children go after school?

_____Home
_____Relative's home
_____Sitter's home
_____Friend's home
_____Daycare
_____Other:_____

Who takes care of your children after school?

_____no one
_____family member (parent, relative, sibling)
_____sitter
_____friend
_____day care personnel
_____other:_____

Are you satisfied with present arrangements?

_____Yes
_____No

Would you be interested in Day Care provided by the school if it were available?

_____No
_____Yes

If yes,
_____Before School Care
_____After School Care
_____Both Before and After School Care

Which of the following activities would you be interested in being provided at Day Care?

_____Homework help
_____Girl Scouts/ Brownies
_____Boy Scouts
_____4-H Club
_____Movies
_____Arts and Crafts
_____Computer Activities
_____Hobbies
_____Outdoor Activities
_____Stories
_____Games: Board games/group games, etc.
_____Musictime
_____Tutoring
_____Aerobics
_____Community Resource People
_____Other: _____

APPENDIX B

ACTIVITY LIST

Cognitive Domain

Intellectual development is the concern of the cognitive domain. Activities in art, drama, music, and other creative activities are components to encourage growth in the cognitive domain. Homework assistance is offered daily, with tutoring upon the request of parents. A quiet time is provided so that all students who need the study time will have a chance for a productive period.

Art:

- Body painting
  - Child paints self while looking in a mirror using tempra mixed with liquid soap
- Collage
  - Child glues design on paper
    - Found objects from beach walk or nature walk
    - Magazine pictures
    - Odds and ends
      - Material scraps
      - School box stuff
      - Paper scraps of different textures
- Foot prints
  - Child paints feet with tempra mixed with liquid soap then walks on paper
- Hand prints
  - Child paints hand with tempra mixed with liquid soap then presses hand on paper
- Magic markers
  - Child draws design to music
- Marble painting
  - Child lays paper flat in a box and rolls over the paper a marble that has been dipped in tempra paint
- Mobiles
  - Child glues string to objects and hangs them from a branch

Rubbings
Child places textured items under paper then rubs top paper with soft pencil or crayon

Sand casting
Child presses shells or other objects into damp sand or uses wooden stick to draw a design; plaster (3 parts to 1 part water) is poured over design and allowed to harden

Sponge printing
Child folds construction paper and cuts a design; unfolds it; places it on another sheet; dips sponge into paint and prints cutout design

String painting
Child glues string on cardboard in a design; when design is dry, with string covered with paint, place face down and roll with rolling pin or like object

Craft Activities:

Shells
Woodworking
Latch hook weaving
Leather
Finger knitting
Beads
Macrame

Social Domain

Games and fun activities are components that foster growth in the social domain. Heterogenous age groups play at centers.

Quiet Table Games and Activities

Solitaire/other card games
Drawing/individual art
Reading
Resting
Homework
Playdough
Puzzles
Stories at Language Center, using earphones

Small Group Games and Activities

Water play
Dot to dot drawings and games
Art
Jacks
Monopoly
Candyland
Checkers
Chinese Checkers
Legos
Lincoln Logs
Dominoes
Music Center
Cooking
Block Center
Science Center
Miniature toys:
    cowboys and Indians
    farm and zoo animals
    soldiers
Sandbox with toys

Creative Group Activities

Scavenger hunt
Storytelling
Thumb Wrestling
Room Mazes/Obstacle Course
Musical Chairs
Aerobics
Jumprope
Hopscotch

Outdoor Games

Playground free play
Kickball
Baseball
Basketball
Soccer/football
Relays/tag
Volleyball
Dodgeball (Cohn, 1989)

Many times problem solving can be attacked through drama, an activity that promotes social growth:

Imaginative play
Nursery Rhymes and familiar stories
Original stories written by the students
Plays found in children's books
Puppets can serve as actors.

Group games: (These games can be tailored to the age of the children involved, by simplifying the rules or by adding additional rules and activities to the game.)

Squat Tag
One child is chosen to be "it". The child attempts to tag one of the other players who run or dodge. They cannot be tagged if they are squatting.

Squirrel in the Trees
Partners form trees by placing both hands on other's shoulders. Another child is the squirrel in the tree and stands between the partners. There is an extra squirrel. At the signal all squirrels change trees. The extra player tries to find a tree. Only one squirrel per tree.

Teacher Ball
Several children line up side by side. The child selected as the teacher stands in front of the group. The teacher throws the ball to each child in turn and the child throws it back. One who misses the ball goes to the foot of the line. If the teacher misses, the child at the head of the line becomes the teacher.

The Farmer is Coming
All players except one, the farmer, stand behind the starting line. The farmer seated a distance away give the signal for the children to walk foward. When they approach, the farmer claps hands and shouts: "The farmer is coming!" and attempts to tag one of the players. The tagged player becomes the

new farmer.

Circle Relay
Children form circles. A player in each circle is given a handkerchief. This child runs around the circle and gives the handkerchief to the child on the right who repeats the procedure. Each child in the circle has a turn. The circle that finishes first is the winner.

Line Relay
Players form teams in parallel lines and count off. The game leader calls out a number and this player on each team steps out of line and runs clockwise around the line back to the same place. The player who returns first scores a point. The team that scores 15 points first wins.

Midnight
One child is selected to be Mr. Fox and one to be Mother Hen. All other players are chickens. Hens and chickens have a goal line some distance from the fox. Mother Hen leads the chickens to Mr. Fox and asks, "What time is it?" The fox may choose any time to reply. When the answer is midnight, hen and chickens run for goal line with the fox chasing them. Tagged chickens become Mr. Fox's helpers. The last one tagged is the winner.

Rabbits and Foxes
Two teams are chosen. One is named the rabbits and the other is named the foxes. Both teams stand behind their goal lines. The rabbits come out to play in front of their goal line. One fox calls out, "Run, rabbit, run!" Rabbits try to return to their goal line before any fox can catch them. Caught rabbits become foxes. Play continues until there are no rabbits.

Spiders and Flies
Mark two goal lines and a circle large enough to hold all players. One player, the spider, squats in the circle while the rest, the

flies, stand behind the goal lines. Flies advance and go around the circle to the right. When the spider jumps up, all flies run toward a goal as spider tags as many as possible. All tagged join spider in circle and help catch remaining flies. Last fly tagged is the spider in the next game.

Shadow Tag

The child who is It tries to step on the shadow of another child's head. When that happens, that child becomes It.

Beat the Bunny

The players form a circle. A small ball (bunny) and a large ball (farmer) are given to children on opposite sides of the circle. Points are scored by the ball that catches up with the other.

Circle Stride Ball

Children form a circle. They stand with their legs straddled and touching the next child's feet. One player stands in the center of the circle and attempts to roll the ball through the other players' legs. Players may not move their legs but may stop or deflect the ball with hands. If the ball passes through a child 's legs, that child goes to the center.

Hit the Basket

A circle is drawn and a waste basket is set in the center. The children stand outside of the circle and in turn try to throw the ball into the basket. A point is scored for each basket. After an equal number of turns the child with the highest score wins.

Red Light

Two parallel lines are drawn. All players except one line up on one line. That child stands facing away from the others at the goal line. This player who is It counts aloud from 1 to 10, shouts "red light" and turns to face the other players. Players race toward the goal line as the player who is It counts, but must stop when "red light"

is spoken. Any child seen moving by the player who is It is sent back to the starting line. When a child reaches the finish line that player is It.

(Webb, 1988)

APPENDIX C

AFTER SCHOOL SCHEDULE FOR LAFAYETTE
DISTRICT ENRICHMENT PROGRAM

2:30 -3:15 - Children arriving, attendance, pick helpers
3:15-3:30 - Snack time, clean up
3:30-3:45 - D.E.A.R. (Drop Everything and Read) time
3:45-4:15 - Homework, tutoring
4:15-5:00 - *Enrichment time
5:00-5:30 - Outside free play
5:30-5:45 - Poetry, singing, storytime (Friday's sharing)
5:45-6:00 - Clean up

*ENRICHMENT TIME

1-Centers- [A] Art (clay, paint, drawing)
[B] Flashcards
[C] Games
[D] Puzzles
[E] Tinker toys
2- Cooking
3- Guest speakers
4- Craft projects

**Times and order are subject to change based on need.